## **Utah Special Education Program Improvement Planning Process**

#### Sevier School District

## **Executive Summary of Self-Assessment Report**

## I. General Supervision

#### A. Areas of Positive Results:

- Highly trained special educators with Masters Degrees designated as coordinators
- 2. Competent instructional assistants, who are required to complete 33 semester hours of university credit from the college of education.
- 3. Implementation of the three-tiered model--effective use of time & resources to help all students, regardless of label.
- 4. Reading endorsement classes taught in the district--best research based practices in the instruction of reading
- 5. Purchase, training and use of IEP Pro to help special educators keep track of special education timelines and required documentation.
- High quality assessment practices using Yearly Progress Pro, AimsWeb, and UTIPS for diagnostic assessment, ongoing progress monitoring and bench mark testing.
- Emphasis on data driven decision-making and teacher collaboration time improved cooperation and understanding between regular and special educators
- 8. Curriculum mapping and identification of power standards has insured that all teaching is tightly connected to Core Standards
- 9. Systematic inter-district review of all student files is conducted annually with all special education staff performing the auditing task.
- 10. Attendance by all special education teachers from our district to the national CEC conference held in Salt Lake and ongoing attendance at the Special Education Legal Issues conference

#### B. Areas of Needed Improvement:

- 1. Mentoring of new teachers could be done in a more formalized way, with set expectations and more structure.\*
- 2. Although not required every year by the state, correctable errors identified in our annual inter-district file review will be corrected yearly.\*
- 3. Provide principals and general educators training concerning the LRBI.\*

#### C. Areas of Non-Compliance:

Once the new rules and regulations are published, Sevier School District will
revise its Special Education Policy Manual for approval by the state and the
school board.

#### II. Parent Involvement

#### A. Areas of Positive Results:

- 1. Utah Parent Center training for parents from our and surrounding districts
- 2. Monthly parent training meetings were scheduled at the district level for the entire 2005-2006 school year.
- 3. Indications from the parent surveys and steering committee input show that parents are informed of their procedural safeguards under IDEA, that they regularly participate in special education program planning, including IEP development for their students, and that they get copies of pertinent information

## B. Areas of Needed Improvement

- 1. Ensure that teachers are using the new IEP Pro forms that document that copies were given.\*
- Teachers need to listen to and carefully consider the input that is given by parents. Parent input also should be documented as part of the Eligibility Report/Summary of Evaluation.\*

## C. Areas of Non-Compliance

1. Training will be provided to teachers explaining that a copy of the Permission to Evaluate should also be given to the parent

## III. Free Appropriate Public Education in the Least Restrictive Environment

#### A. Areas of Positive Results

- 1. The Three Tiered Model gives students an opportunity to access Tier 2 intervention without having to be identified for special education.
- Disproportionate number of Native American students that are placed by the Bureau of Indian Affairs. These students come from other schools with Individualized Education Plans already in place, and choose to come here because of the educational opportunities afforded them.
- 3. No special education student expulsions or suspensions of longer than 10 days. That fact, in conjunction with the low dropout rate for special education students, shows a positive picture for providing FAPE.
- 4. MANDT certification with focus on effective strategies for dealing with students who have challenging behaviors

## B. Areas of Needed Improvement:

- 1. Additional training for general education teachers regarding appropriate assessment to drive instruction and intervention
- 2. Improve general education teacher's understanding of accommodating special education students. \*
- Special education teachers need to provide general education teachers a copy
  of the goals that are to be addressed in general education classes.\*

 Additional training needed on the LRBI process and effective management of students with challenging behaviors.

## C. Areas of Non-Compliance

1. None were identified

#### IV. Transition

#### A. Areas of Positive Results

- 1. Better understanding of the role Representatives from the Office of Vocational Rehabilitation should play in the development of transition plans.
- 2. Transition services from the health department to the school district are handled effectively and in a timely manner.
- Transition from preschool to elementary schools, from elementary to middle school, and middle to high school occurs to facilitate the progression without a delay of services.
- 4. All students surveyed indicated they had participated in transition services for post-high school planning and indicated it was beneficial to them.

## B. Areas of Needed Improvement

- 1. Concern from the steering committee about the lack of extracurricular activities that special education students participate in. Develop a list of extracurricular activities available for all students to be given to the special education students on a yearly basis during the SEOP conferences.\*
- Training needs to be provided to secondary special education teachers concerning the new requirement of an exit document stating each student's skills and adaptations. \*

#### C. Areas of Non-Compliance

 Although they had been meeting with preschool staff, documentation on the Notice of Meeting form that Part C representatives were invited to the meeting needs to be consistent.

## V. Disproportionality

#### A. Areas of Positive Results

- Students qualifying for special education services under the provisions of IDEA are served according to their needs, without bias for race, gender, or disability condition.
- The only disparity is in service to Native American students that are placed by the Bureau of Indian Affairs who come from other schools with Individualized Education Plans already in place, and choose to come here because of the educational opportunities afforded them.

## B. Areas of Needed Improvement

1. Train teachers in assessment, differentiated instruction at the Tier II level to help alleviate Native American students being disproportionately referred to the special education programs.

# C. Areas of Non-Compliance

1. None indicated